DOCUMENT RESUME

ED 394 453 HE 029 149

TITLE	Increasing the Academic Pool of Minority Students for Higher Education in Virginia.
INSTITUTION	Virginia State Dept. of Education, Richmond.
REPORT NO	RFP-92-3
PUB DATE	Jun 93
NOTE	78p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Access to Education; *Affirmative Action; College Admission; College Bound Students; College Students; Counselor Training; *Educational Counseling; *Educational Opportunities; Equal Education; Financial Support; Higher Education; High Risk Students; High Schools; High School Students; *Minority Groups; Student Financial Aid; Teacher Education
IDENTIFIERS	*Diversity (Student); *Virginia

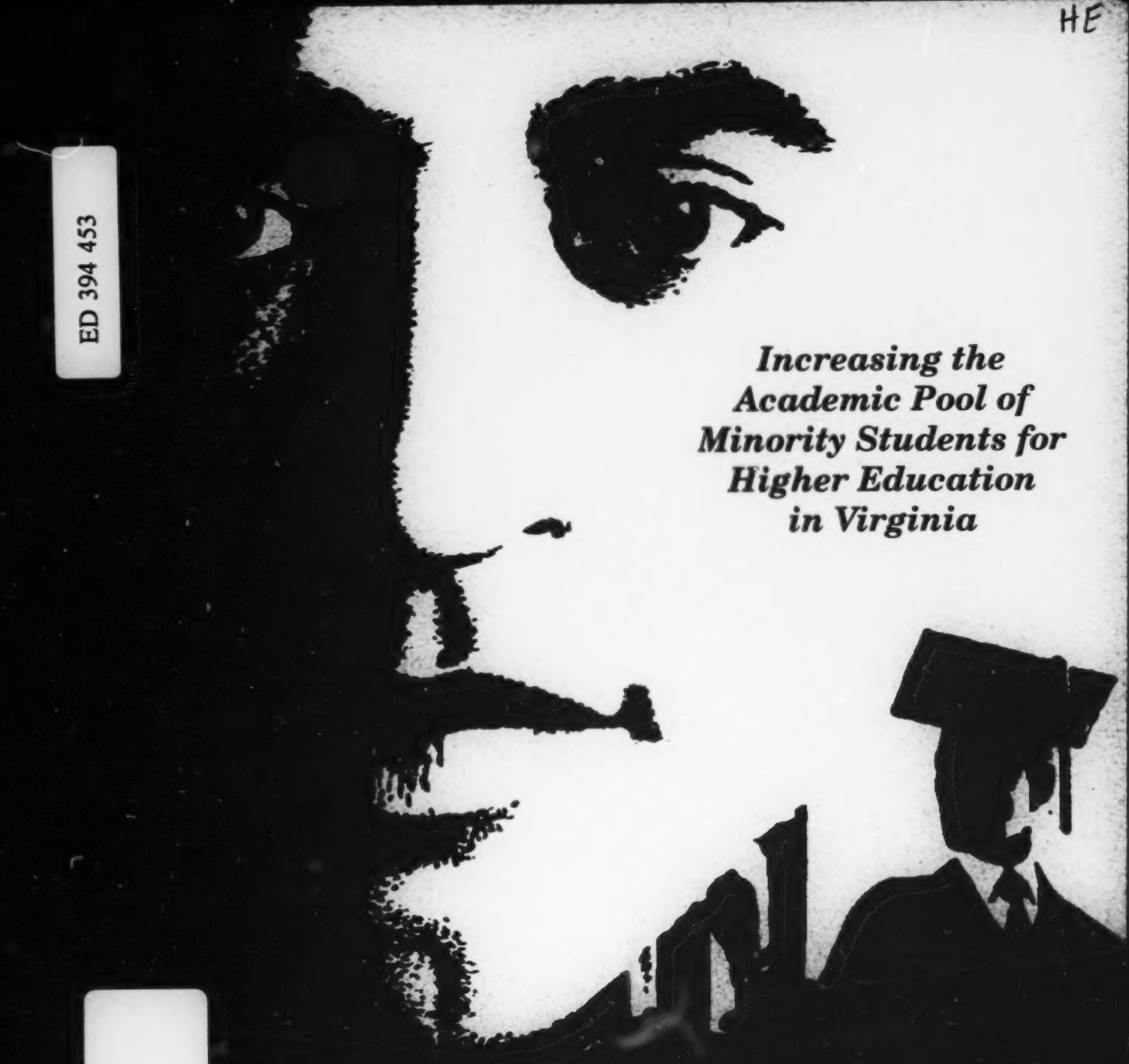
ABSTRACT

This monograph discusses issues and problems in enhancing the academic and financial preparation of minority students in Virginia for college. Practices contributing to the disproportionately low percentage of minority students prepared for college are identified including inadequate preparation of teachers to instruct students from diverse backgrounds; failure of guidance counselors to identify and enroll minority students in academic programs; and use of ability grouping and disproportionate tracking of minority students into non-college preparatory programs. Five major recommendations are made: (1) ensure inservice and preservice training for administrators, counselors, and teachers on the learning styles and guidance needs of minority students; (2) promote increased parental involvement in and greater community support for the education of minority students; (3) empower minority students and their parents by providing them with information needed to prepare for college; (4) present seminars, workshops, and conferences that focus on eliminating barriers to Virginia's higher education system; and (5) reduce the widespread use of ability grouping and tracking. Also provided are statistics for minority enrollment in state-supported institutions of higher education, graduation rates from various educational levels, and enrollment in Governor's School programs. An appendix describes state assistance programs for at-risk students. (Contains 18 reference notes). (JPB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 394 453

HE



Increasing the Academic Pool of Minority Students for Higher Education in Virginia

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Virginia Department of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ME029 149

Increasing the Academic Pool of Minority Students for Higher Education in Virginia

June 1993

Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23216-2120

RFP #92-3

STUDY TEAM

Vernon L. Wildy, *Team Leader*
Adolescent Education, Principal
Department of Education

Cora S. Salzberg, *Team Leader*
Better Information Project Coordinator
State Council of Higher Education

Team Members

James P. Ashton
Equity Education
Department of Education

Don S. Ayers
Adolescent Education
Department of Education

Joseph Barden, Jr.
Financial Aid
Richard Bland College

Timothy W. Cotman
Pre and Early Adolescent Education
Department of Education

Imogene H. Draper
Pre and Early Adolescent Education
Department of Education

Brenda H. Edwards
Division of Legislative Services
Virginia General Assembly

Landy F. Watson
Coordinator for Student Services
Virginia Community College System

Paulette J. Haskins
Financial Aid Administrator
Coalition for Accessibility,
Affordability, and Diversity
in Higher Education

Michael A. Mallory
Admissions Office
University of Virginia

Mona N. Mallory
Information Systems
Department of Education

Perry A. Massey
Petersburg City School Board
Petersburg, VA.

Betty O. Pullen
Director, Project Discovery
Roanoke, VA.

Margaret N. Roberts
Board Executive
Department of Education

Karen R. Winston
Admissions Officer
Virginia State University

REVIEW PANEL

R. Howard Feller
Governor's Monitoring and Advisory
The Virginia Plan for Equal Opportunity
Committee in Higher Education

Robert Green
Provost
J. Sargeant Reynolds Community College

Ida J. Hill
Deputy Superintendent for Student Services
Department of Education

Misty Kiser
Graphics
Department of Education

M. Kenneth Magill
Division Chief
Department of Education

The Honorable Yvonne B. Miller
Member, Senate of Virginia
Professor, Norfolk State University

John Psapia, Director
Metropolitan Educational
Research Consortium
Virginia Commonwealth University

Bill Rodgers
Pre and Early Adolescent Education
Department of Education

John Seyfarth
School of Education
Virginia Commonwealth University

Diane Simon
School of Education
Virginia Commonwealth University

Thelma Spencer
National Educational Consultant

Helen Stiff
Division Chief
Pre and Early Adolescent Education
Department of Education

TABLE OF CONTENTS

	PAGE
Executive Summary	i
Vision Statement	iii
Introduction and Background	iv
Chapter I. Enhancing Minority Students Academic and Financial Preparation for College	1
• Teacher Preparation: Working With Minority Students	2
• Counseling and Guidance: Assisting Minority Students	3
• Ability Grouping: Detracking Minority Students	5
• Financial Aid: Accessing Opportunities	13
• College Admissions Requirements: Meeting Increasing Standards	15
• Partnerships: Parenting and Community Support -- Everybody's Business	18
Chapter II. The Challenge of Change: A Plan of Action	20
Endnotes	22
Bibliography	24
Appendix: Matrix of At-Risk Programs	25

EXECUTIVE SUMMARY

The number and quality of minority students attending college have improved slightly over the past nineteen years since the Commonwealth began its Plan for Equal Opportunity in Higher Education to desegregate its colleges and universities. However, the pool of minority students who are prepared for and attend college does not reflect the percentage of minorities in the state's general population. Unfortunately, too many minority students who enter higher education have difficulty matriculating to graduation. This trend reflects the quality and quantity of minority students completing the educational system who are not prepared for college level work.

An interdisciplinary team composed of persons representing the Department of Education, State Council of Higher Education, Virginia Community College System, General Assembly staff, institutions of higher education, Project Discovery, a local school board, and financial aid administration was formed to study the obstacles which have limited the number and quality of minority students who are prepared for higher education. At the commencement of the study, the team contracted the Metropolitan Educational Research Consortium at Virginia Commonwealth University to conduct a thorough review of the literature related to the preparation of minority students for successful participation in higher education. The literature review was used as a foundation for the study. A nationally recognized educator was contracted to serve as consultant to the team. An examination of the issues and data revealed that certain practices and trends have contributed to the disproportionately low percentage of minority students who are prepared for college. These include:

- The inadequate preparation of teachers to instruct and serve as advocates for students from diverse backgrounds.

- The failure of guidance counselors to effectively identify and enroll minority students in academic programs, and to provide them with relevant information and materials about the college preparatory courses.

- The use of ability grouping and the disproportionate tracking of minority students into non-college preparatory programs.

- The lack of information and assistance provided minority students and their parents to access college admissions and financial aid opportunities.

- The lack of parental involvement and community support in the education of minority students.

Recommendations, based upon the findings of the study team and research conducted by leading state and nationally recognized educators, the State Council of Higher Education, and the Virginia Department of Education, have been submitted by the study team. The recommendations parallel the structure of the report and are summarized as follows:

- Ensure in-service and pre-service training for administrators, counselors, and teachers which will provide an understanding of the learning styles and guidance needs of minority students.

- Promote increased parental involvement in and greater community support of the education of minority students.

- Empower minority students and their parents by providing them information needed to prepare academically and financially for college.

- Present seminars, workshops, and conferences that focus on eliminating barriers to Virginia's higher education system.

- Reduce the widespread use of ability grouping and tracking to allow all students to have access to college preparatory courses.

VISION STATEMENT

> Despite progress since the days of near exclusion, the full participation of minority students in our nation's colleges and universities remains unrealized. In fact, there is strong evidence we are losing ground. The minority population in the United States is growing rapidly; yet, participation in higher education among Blacks, Hispanics, and other minority groups lags. The result is a growing segment of our population that is effectively removed from contributing productively to the life of the nation. America faces not only a moral mandate but an economic necessity when it seeks to include all its citizens in a quality postsecondary education.
>
> Patrick M. Callahan
> Vice President
> Education Commission of the States

The economic vitality of the nation and the well-being of its people depend on a superior education for all children. The decade of the nineties is marked by the challenge of change --change in beliefs, change in attitudes, change in the role of schools. Already, changes in attitudes and beliefs are reflected in the Virginia Board of Education's vision for a World Class Education system. The Board's vision is two-fold: (i) Virginia schools must be places where all students learn, and through education acquire knowledge and skills comparable to the best in the world; and (ii) upon graduation from high school, all students must be prepared to pursue postsecondary education.

Such is the vision of this report, "Increasing the Academic Pool of Minority Students for Higher Education in Virginia." In recent years, there has been a growing concern that our economy is faltering and our multicultural society is splintering. In both urban and rural areas, too many Americans live in poverty, ignorance, and despair. We no longer can assume that the next generation will enjoy higher standards of living. Given the threat to the American way of life and our future, Virginia must lead the way in developing the potential of all youth. It is essential that all schools create, cultivate, and support an environment that enhances learning, and fosters the belief among students and their parents that the possibility of attending college is a realistic and worthwhile goal. These strategies will increase meaningful higher education opportunities for all students.

INCREASING THE ACADEMIC POOL OF MINORITY STUDENTS FOR HIGHER EDUCATION IN VIRGINIA

RFP # 92-3

Introduction and Background

The 1991 Virginia General Assembly, pursuant to House Joint Resolution 358, requested the Board of Education to study the use of tracking and perceived ability grouping of students and their effect on student academic achievement and the learning environment. The Governor's Monitoring and Advisory Committee for the Virginia Plan also charged the Department of Education and the State Council of Higher Education to work collaboratively to develop and implement a plan to increase the academic pool of minority students who will be prepared to pursue higher education. The Secretary of Education requested that the Department of Education examine the policies and procedures established in local school divisions that impact the number of minority students who are eligible for college enrollment.

The concept for the plan was sparked by the 1988 Governor's Commission on Excellence in Education. The Commission recommended, among other things, that the state support programs to reduce the performance gap between Black and white students and that special college preparation programs for minority students be implemented. The Standards and Regulations for Public Schools in Virginia require that "each middle and secondary school shall provide for the early identification and enrollment of students in a college preparation program with a range of educational and academic experiences in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to attend college."

In response to these initiatives, in spring 1991, an IDEA paper to develop a plan to increase the academic pool of minority students in higher education in Virginia was submitted by the Deputy Superintendent of Student Services to the Department of Education's Management Council. The IDEA paper was approved and permission was granted to develop a request for proposal (RFP) and work plan to establish a multidisciplinary team to examine the issues. This proposal framed the objectives of the study and a procedure for preparing minority public school students to pursue and perform successfully in higher education. At the commencement of the study, the team contracted the Metropolitan Educational Research Consortium at Virginia Commonwealth University to conduct a thorough review of the literature related to the preparation of minority students for successful participation in higher education. In addition, a nationally recognized educator was contracted to serve as consultant to the team.

CHAPTER I. ENHANCING MINORITY STUDENTS ACADEMIC AND FINANCIAL PREPARATION FOR COLLEGE

The perception of many people is that the current system of public education is working poorly for the average student in the United States. If such is the case, it is failing miserably for poor and minority students for whom opportunities for entry into and success in postsecondary education are severely limited.

This report is based on the following beliefs:

- All students can learn;
- Schools and communities can promote high student achievement; and
- Policies and procedures must be established to ensure the academic success of each student.

The report is organized to include the issues and problems related to the following topics:

- Teacher Preparation: Working with Minority Students
- Counseling and Guidance: Assisting Minority Students
- Ability Grouping: Detracking Minority Students
- Financial Aid: Accessing Opportunities
- College Admissions Requirements: Meeting Increasing Standards
- Partnerships: Parenting and Community Support --Everybody's Business

These topics must be addressed and supported by those involved in the public education system and those who influence its operation, including legislators, local school boards, parents, and leaders of business and industry. The report also offers recommendations in response to the issues and problems cited. Programs and services which should be developed to effect the changes necessary are outlined in the section, The Challenge of Change: A Plan of Action.

Teacher Preparation: Working with Minority Students

Issues. Many factors affect the number of qualified teachers available to public schools. Significant demographic and socioeconomic changes have impacted the state's success in providing persons who are prepared to teach certain academic subjects and those prepared to serve minority students. The dramatic increase in the size of minority populations emphasizes the need to ensure that all teachers possess the skills, training, and experience to teach students from diverse backgrounds. Many practicing and prospective minority teachers have opted to enter more respected and lucrative professions in search of greater monetary and psychological rewards.[1]

At a time when the minority population is increasing in the public schools, and the number of minority teachers is decreasing, the availability of such professionals becomes critically important. The problem grows more complex as we examine the college entrance rates of minority students. There has been a modest increase in the number of minority students attending college since 1990; however, they still are underrepresented on most college campuses throughout the country. The extensive use of testing to determine entry into the teaching profession and career advancement have also adversely effected the recruitment and retention of minority teachers. In a recent report by the American Council on Education, Robert Atwell, council president, stated that "access by minorities to higher education is in peril. There is a reduced commitment to higher education funding by the state and federal governments."[2] The presence and absence of minority teachers convey messages that shape the identity, ambitions, and attitudes of all young people. For example, students' learning directly correlates with the expectations of specific others. Among the factors which affect learning are:

- the social norms and expectations of others;
- the definitions of appropriate behavior through interactions with significant others; and
- perceptions of one's ability to learn through interaction with others.

Students learn about the power structure, societal values, status, and influence during their school age years. "The race and the background of their teachers tell them something about authority and power in contemporary America."

Problems. When school administrators, teachers, and counselors fail to acknowledge and appreciate the value of diversity, many minority students do not acquire the skills and develop the aspiration to succeed.

The shortage of minority teachers deprives poor and minority students of important role models in the critical years when they are forming their identities and ambitions. [4] In the absence of minority teachers or others specifically trained to work with minority students, such students do not have appropriate role models with whom they can identify --patrons, mentors, or advocates who can provide nurturing that is sensitive and responsive to their needs.

Recommendations.

- Ensure in-service training and license renewal requirements which make teachers aware of the learning styles of minority students.
- Enhance programs that provide incentives for minority students to enter the teaching profession.
- Ensure that all students have access to master teachers, especially minority students.

Counseling and Guidance: Assisting Minority Students

Issues. Guidance provided by counselors, teachers, and administrators is critical to the decisions of minority students, particularly regarding preparation for college. Minority students rely more on school counselors than do white students. In a study about college desegregation, 71 percent of minority students ranked the counselors as important in making educational or vocational plans as compared with 51 percent of white students. In reaching decisions related to college, counselors were ranked as very important by 37 percent of minority students as compared with 17 percent of white students.[5] Other researchers have noted that many counselors often assume minority students who received good grades do not really earn them or that the courses in which they are enrolled do not prepare them for the academic challenge of college. This suggests that counselors may lack adequate professional training and may hold negative attitudes and stereotypical preconceptions about minority students.

Minority students are often urged to pursue the vocational training program by counselors and teachers who believe that learning job skills is a better choice for them than preparing to enter college. Parents of minority students are often unaware of the need to ensure that their children are enrolled in the college preparatory program which will prepare them for higher education.[6] Students who are perceived by counselors as having high ability are usually exposed to the most capable teachers, are enrolled in the more rigorous curriculum, and have their gifts and talents nurtured and stimulated to a much greater degree than students assigned to lower ability groups.

Students who are perceived to have low ability are exposed to less talented teachers, a curriculum somewhere between easy and empty, and a much lower level of stimulation and encouragement. It is essential that all professional educators who provide direction and guidance be competent and committed to ensuring that minority students receive the educational preparation and pertinent information that will enable them to make informed decisions and choices.

Problems. Access to information about postsecondary education and career opportunities is crucial to fostering high aspirations among all students. Unfortunately, counselors disseminate information selectively. For example, they may make sure that students considered to be "college material" are enrolled in a college preparatory program and know about the college admission process. Students who are not enrolled in the college preparatory curriculum may not have access to the information about college admission requirements. Counselors fail to carry out an appropriate school philosophy when they do not ensure a match between a students' course selections and activities, and expectations set for college bound students. In addition, school counselors' and guidance professionals' decisions often support tracking systems and reinforce students' misconceptions about their inability to achieve. [7] Too often counselors are assigned tasks, such as administrative duties and record-keeping, which consume the time that should be spent advising students. Consequently, counselors' special skills and talents are not used effectively. Usually in this setting, students who need the most help receive the least. As a result of these noncounseling responsibilities, the counselors' time and attention are spent only with those students who request help. Minority students often do not request assistance or do not always request help early enough in the process to make informed decisions leading to successful precollege planning.

Recommendations.

- Ensure that minority students have information about the college preparatory program.
- Encourage minority students to enroll in the college preparatory program.
- Advise and support students as they progress through their school career.
- Monitor the achievement of all students and facilitate the development of their potential. [8]

Ability Grouping: Detracking Minority Students

Issues. Ability grouping and the subsequent tracking of minority students in educational programs have detrimental effects on achievement, self-esteem, quality of instruction, and educational expectations. Student behaviors are evidence of these effects. The student fails to achieve. His self-esteem diminishes. Instruction is reduced to simple tasks and exércises in drill and practice. Thus, the placement of a student in lower level classes ultimately results from and reinforces low expectations among teachers, counselors, and administrators. A downward spiral emerges and many students find themselves powerless to escape.

Historically, differentiated instruction by ability grouping was initiated because of the perception that students of similar abilities would have a decided advantage in achieving their full potential when grouped together. Although improved achievement rarely, if ever, results from grouping students by ability, some practices may be appropriate. For example, grouping practices are more effective when students remain in regular classes for most of the instructional day and are regrouped to accomplish specific instructional objectives. Objectives may be determined by performance, skills, interests, learning styles, learning rate, and readiness. Flexible management of groups can consistently result in increased student achievement.

Problems. Ability grouping of students at the elementary school level frequently evolves into tracking in middle and senior high schools. By sorting students on the basis of perceived ability, tracking becomes a reinforcing system, thus limiting students' opportunities to develop interests, skills, and abilities required for college entry. The use of tracking and ability grouping in Virginia secondary schools limit the opportunity for many students to pursue required science, mathematics, and foreign language courses necessary for enrollment in advanced academic courses that are essential for success in postsecondary education programs. The limited number of advanced academic courses in some areas of the state specifically reduces the possibility of a larger number of students acquiring the skills and abilities taught in such courses **(Table # 1)**.

Further, a disproportionately low number of minority students are represented in advanced placement courses, honors, and accelerated courses, gifted and talented programs, and regional Governor's schools **(Table # 2)**. The greatest impact of tracking and ability grouping appears to be on minority students, students in largely rural regions of the state, and low socioeconomic status students. It is important to note that these three groups overlap to a large extent. The practice of ability grouping, in effect, results in reduced access to higher level courses for minority students, and in essence causes a resegregation of many schools by courses. Enrollment in regional Governor's Schools is illustrative **(Table # 3)**.

TABLE 1

IN-STATE BLACK AND WHITE FIRST-TIME FRESHMEN AT VIRGINIA'S STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

FALL 1978 TO FALL 1992

Year							
1978	13,688	51,774	4,292	20,749	31.4	40.1	8.
1979	13,885	52,042	4,571	21,376	32.9	41.1	8.
1980	13,962	51,568	4,547	21,281	32.6	41.3	8.
1981	13,740	52,330	4,384	21,916	31.9	41.9	10.
1982	14,598	51,722	4,509	21,438	30.9	41.5	10.
1983	14,782	49,066	4,594	21,147	31.1	43.1	12.
1984	13,835	46,615	4,621	22,724	33.4	48.8	15.
1985	13,431	45,681	4,112	23,439	30.6	51.3	20.
1986	13,362	47,564	4,127	24,079	30.9	50.6	19.
1987	13,501	49,763	4,409	24,970	32.7	50.2	17.
1988	13,575	50,467	4,284	23,615	31.6	46.8	15.
1989	13,697	49,074	4,279	22,506	31.2	45.9	14.
1990	12,925	45,207	4,379	21,124	33.9	46.7	12.
1991	12,634	43,108	4,526	20,775	35.8	48.2	12.
1992	11,934	42,873	4,489	20,188	37.6	47.1	9.

SOURCE: Final Annual Secondary School Report, Virginia Department of Education, SCHEV B-8

TABLE 2

VIRGINIA DEPARTMENT OF EDUCATION
REPORT OF GRADUATES BY
RACE/ETHNIC CATEGORY, SEX AND DIPLOMA TYPE

COMBINED TERM
1991-1992 SCHOOL YEAR
STATE TOTAL

Gender	Asian	Black	Hispanic	White	Total
Standard Diploma					
Male	25	512	4,004	371	12,149	17,061
Female	28	357	4,197	298	9,941	14,821
Sum	53	869	8,201	669	22,090	31,882
Advanced Diploma					
Male	14	782	1,128	216	8,644	10,784
Female	27	931	2,101	235	11,378	14,672
Sum	41	1,713	3,229	451	20,022	25,456
Special Diploma					
Male	0	1	128	0	196	325
Female	0	3	92	0	120	215
Sum	0	4	220	0	316	540
Certificate					
Male	0	8	184	11	264	467
Female	1	7	100	13	181	302
Sum	1	15	284	24	445	769
TOTAL	**95**	**2,601**	**11,934**	**1,144**	**42,873**	**58,647**

SOURCE: Virginia Department of Education, December 18, 1992

TABLE 2

VIRGINIA DEPARTMENT OF EDUCATION
REPORT OF GRADUATES BY
RACE/ETHNIC CATEGORY, SEX AND DIPLOMA TYPE

COMBINED TERM
1990-1991 SCHOOL YEAR
STATE TOTAL

			Standard Diploma			
Male	28	459	4,503	338	12,626	17,954
Female	21	376	4,469	277	10,791	15,934
Sum	49	835	8,972	615	23,417	33,888
			Advanced Diploma			
Male	11	708	1,154	165	8,248	10,286
Female	16	783	2,029	215	10,783	13,826
Sum	27	1,491	3,183	380	19,031	24,112
			Special Diploma			
Male	0	1	105	1	157	264
Female	1	3	94	1	98	197
Sum	1	4	199	2	255	461
			Certificate			
Male	0	11	170	14	249	444
Female	0	3	110	9	156	278
Sum	1	14	280	23	405	722
TOTAL	**77**	**2,344**	**12,634**	**1,020**	**43,108**	**59,183**

SOURCE: Virginia Department of Education, January 1, 1992

TABLE 2

VIRGINIA DEPARTMENT OF EDUCATION
REPORT OF GRADUATES BY
RACE/ETHNIC CATEGORY, SEX AND DIPLOMA TYPE

COMBINED TERM
1989-1990 SCHOOL YEAR
STATE TOTAL

Standard Diploma						
Male	12	449	4,699	287	13,927	19,374
Female	23	357	4,785	241	11,725	17,131
Sum	35	806	9,484	528	25,652	36,505
Advanced Diploma						
Male	11	676	1,045	164	8,280	10,176
Female	11	706	1,920	167	10,661	13,465
Sum	22	1,382	2,965	331	18,941	23,641
Special Diploma						
Male	1	0	109	0	147	257
Female	1	2	75	0	101	179
Sum	2	2	184	0	248	436
Certificate						
Male	0	2	189	11	233	435
Female	1	9	103	5	133	251
Sum	1	11	292	16	366	686
TOTAL	60	**2,201**	**12,925**	**875**	**45,207**	**61,268**

SOURCE: Virginia Department of Education, October 12, 1992

LOCATION	SCHOOL DIVISIONS	GRADE LEVEL	NUMBER OF STUDENTS		
Central Virginia Governor's School for Science & Technology (Lynchburg City)	Amherst Appomattox Bedford Campbell Lynchburg	11-12			97
			1 =	0 =	0.0%
			2 =	4 =	4.2%
			3 =	6 =	6.2%
			4 =	1 =	1.0%
			5 =	86 =	88.6%
Governor's School for the Arts (Norfolk City)	Southampton Isle of Wight Norfolk Portsmouth Chesapeake Virginia Beach Williamsburg	9-12			255
			1 =	1 =	0.4%
			2 =	23 =	9.0%
			3 =	57 =	22.3%
			4 =	2 =	0.8%
			5 =	172 =	67.5%
New Horizons Governor's School for Science & Technology (Hampton City)	Gloucester James City Poquoson York Hampton Newport News Williamsburg	11-12			91
			1 =	12 =	13.2%
			2 =	19 =	20.9%
			3 =	7 =	7.7%
			4 =	2 =	2.2%
			5 =	51 =	56.0%
Southwest Virginia Governor's School for Science, Mathematics and Technology (Pulaski County)	Bland Carroll Floyd Giles Grayson Pulaski Smyth Wythe Galax City	11-12			69
			1 =	1 =	1.4%
			2 =	1 =	1.4%
			3 =	3 =	4.4%
			4 =	0 =	0.0%
			5 =	64 =	92.8%

LOCATION	SCHOOL DIVISIONS	GRADE LEVEL	NUMER OF STUDENTS			
The Roanoke Valley Governor's School for Science & Technology (Roanoke City)	Roanoke	10-12				192
	Craig		1 =	0	=	0.0%
	Franklin		2 =	18	=	9.4%
	Botetourt		3 =	10	=	5.2%
	Bedford		4 =	0	=	0.0%
	Roanoke		5 =	164	=	85.4%
	Salem					
Thomas Jefferson High School for Science & Technology (Fairfax City)	Fairfax	9-12				1,643
	Loudoun		1 =	5	=	0.2%
	Prince William		2 =	354	=	21.6%
	Falls Church		3 =	65	=	4.0%
	Manassas Park		4 =	61	=	3.7%
			5 =	1,153	=	70.4%
Thomas Jefferson High School for Government and International Studies (Richmond City)	Charles City	9-12				255
	Chesterfield		1 =	5	=	2.0%
	Dinwiddie		2 =	26	=	10.0%
	Goochland		3 =	54	=	21.0%
	Hanover		4 =	5	=	2.0%
	Henrico		5 =	163	=	64.0%
	King & Queen					
	King William					
	Powhatan					
	Colonial Heights					
	Petersburg					
	Richmond					
Central Shenandoah Valley Governor's School for Science and Technology (Augusta County)	Augusta	11-12	Opening Fall'93			
	Staunton					
	Waynesboro					

LOCATION LEVEL	SCHOOL DIVISIONS	GRADE	NUMER OF STUDENTS
Global Economics and Technology for Southside Virginia (Greensville)	Amelia Brunswick Buckingham Charlotte Greensville/Emporia Lunenburg Mecklenburg Nottoway Pittsylvania Prince Edward City of Danville Cumberland	11-12	Opening Fall '93

1. American Indian/Alaskian Native
2. Asian/Pacific Islander
3. Black/Non-Hispanic
4. Hispanic
5. White/Non-Hispanic

Problems associated with tracking and ability grouping have been clearly identified nationally:

- Ability grouping plans tend to stigmatize low achievers, assign them to groups taught by the least prepared teachers or those who may have low expectations of their students. [9]

- Students are typically grouped according to performance [and behavior] rather than actual ability. Grouping on this criterion serves to contribute to the separation of students by social, racial, and ethnic backgrounds. [10]

- "I conclude that grouping and tracking rarely add to overall achievement in a school, but they often contribute to inequality." [11]

Recommendations.

- Reduce the widespread use of ability grouping and tracking in Virginia's public schools to allow all students to have access to college preparatory courses.

- Evaluate the multiple diploma system to determine its effect upon the use of tracking.

- Eliminate course prerequisites which have not been approved by the Board of Education and local school boards, which constitute barriers to minority student participation in academic and advanced courses.

- Require documentation of relevancy of prerequisites for all courses.

- Establish statewide programs to provide instructional opportunities in academic studies for minority students. Models of such programs include Virginia's summer Governor's schools; the Better Information Project; Pre-collegiate summer programs; Higher Education, Public Schools, and Community Partnership Program (SCHEV/DOE); Project Discovery; and the Johns Hopkins University Skills Reinforcement Project.

Financial Aid: Accessing Opportunities

Issues. The rising costs of postsecondary education have nearly eliminated the possibility of acquiring the necessary skills to be productive in today's global economy, particularly for many low income and minority students. In Virginia, minorities constitute a disproportionate number of the low income population.

It is important to note that students with high ability but low or moderate family incomes attend college at a lower rate than students with comparable abilities but a higher family income. While the state has recently increased the appropriations for higher education financial aid programs, the funding level has not kept pace with escalating costs of tuition and fees. Current state funding patterns for higher education have resulted in institutions shifting additional financing responsibilities to students and their families.

As the costs of higher education continues to increase, fewer families will be able to afford a college education. For minority students, certain aspects of the current distribution formula fail to guarantee an equitable share of available funds. Minority students and their families are rarely aware of financial aid options. This lack of knowledge makes higher education seem like an impossible dream. These students and their families are usually overwhelmed by the complexity of financial aid programs. The application for financial aid requires a level of knowledge that often frustrate most students and their families. Generally, financial aid information is written to accommodate the needs of a broad range of people. However, this information has been effective in reaching only certain middle-income families. Consequently, critically important information is not available to many minority students and their families. Moreover, the constant changing of financial aid programs and procedures make it difficult for guidance counselors to advise students properly. As a result, some students and their families decide not to pursue postsecondary education. Unfortunately, this option is selected too often by minority students and their families. In Virginia, socioeconomic factors continue to limit the access of minority students to postsecondary education opportunities, as evidenced by the gap in the college attendance rates of minority and white students.

Problems. Rising costs have already had an adverse impact on the possibility of minority students entering college. In Virginia, minorities constitute a disproportionate number of the low-income population. Therefore, the need for financial assistance among minority students is more acute. Minority students and their families fail to apply for financial aid due to the lack of information about the availability of resources and an understanding about the college admissions and financial aid application process.

Recommendations.

- Ensure that all students have an affordable access to a quality postsecondary education.

- Disseminate clear and concise information and instructions about the college admissions and financial aid application process.

- Increase and enhance seminars and workshops beginning in the middle school grades for minority students and their parents to provide up-to-date information on postsecondary education and financial aid opportunities, and technical assistance for completing and processing required admissions and financial aid application forms.

College Admissions Requirements: Meeting Increasing Standards

Issues. Major issues related to college admissions requirements are:

❒ ***Underepresentation of Minority Students in Higher Education.***

Minority students continue to be under represented in Virginia colleges and universities and in institutions of higher education throughout the nation. Of those who enroll, a disproportionate number have not earned the advanced studies diploma. The Virginia Outcome Accountability Project 1992-1993 report indicated overall gains in student achievement, a modest improvement in the number of minority high school graduates, and a slight increase in the number enrolled in the advanced diploma program during the past school year. The report also revealed the continued disparity between minority and white students; moreover, it emphasized the need to improve the academic achievement of all students.

Data reflecting Virginia's college going rates showed that while nearly 47 percent of white public high school graduates enrolled as first-time freshmen in state institutions in 1990, approximately 34 percent of minority public high school graduates were enrolled as first-time freshmen. In 1991, 4,526 Black students entered Virginia's colleges and universities; however, only 3,183 Black students received the advanced studies diploma. [12] The issue of representation will become more complex in the future, especially because "at least 65,000 additional students, graduate and undergraduate, will seek higher education opportunities on the main campuses of Virginia's public colleges and universities by the year 2001." [13] As projected in the report, One Third of a Nation, a large percentage of these students will be minorities. This influx of students will force these institutions to develop stronger criteria for selecting and admitting students.

❒ ***Quality of Academic Preparation.***

Meeting new academic and college admissions requirements present significant challenges for minority students. Too many minority students are not exposed to a rigorous academic curriculum which would prepare them to succeed in college. Too few encounter faculty and instruction that establish and reaffirm their cultural identity, which is critically important to the enhancement of their self-esteem and academic achievement. [14]

Many minority students who possess underdeveloped abilities find that poor academic preparation, low teacher expectations, limited or no access to college preparatory courses, inappropriate student assessments, and the lack of mentor-advocates create obstacles to their achievement.

❒ ***Education Reform.***

The wave of education reform in the United States, stimulated by record low national test scores, poor student achievement, rising tuition costs, economic recession, and the demands of a global economy has prompted the tightening of college admissions requirements. More stringent academic standards and criteria will ensure that only the ablest of students are matriculated. Virginia's response to the need for education reform is the World Class Education Initiative. This initiative is designed to prepare students to meet changing world standards and the challenges of the 21st century. The centerpiece of the initiative, "Common Core of Learning," focuses on the acquisition and application of concepts, knowledge, skills, and attitudes by all students, and the demonstration of certain measurable outcomes. It is anticipated that at the end of the formal school years under the new system of public education, students will possess a high level of academic or technical skill which will enable them to successfully pursue postsecondary education and training, and function in a highly competitive global economy. In Virginia, several recommendations for higher education reform have been presented. In its report, the Continuum of Education, the State Council of Higher Education recommended, among other things, that:

> Four year institutions . . . develop admissions requirements that ensure that students who matriculate are capable of doing college level work. Successful completion of the Advanced Studies Diploma, a 23-unit program, or its equivalent should be the basic standard for admission, possibly augmented by standards for grade-point average and Scholastic Aptitude Test scores that have been validated as predicting success at each institution. Most remediation should be done in the community colleges. Two- and four-year colleges in the same area can develop policies whereby they jointly admit students who, once they have successfully completed any necessary remediation at the two-year college, would then be able to enter the four-year institution. Students whose skill levels are so low as to make it very unlikely that they have the ability to benefit from a college education should not be admitted even by two-year institutions. These recommendations make it essential that minority students and their families receive pertinent information about college admissions requirements early in their school careers to avoid the expense of remediation.

Problems. "Work force projections for the next century suggest that close to half of all jobs will require college degrees." [15] The under representation of minority students in institutions of higher education and their inadequate preparation to perform college level work present a major barrier in the efforts to build a competitive work force. Thus, the talents and contributions of a large proportion of the citizenry will not be available to support America's future economic needs and workforce demands.

The quality of minority students' curriculum and instruction is often determined by those who have negative perceptions of their potential to succeed. Research supports the fact that minority students tend to perform at the level of expectations set by teachers, counselors, and administrators. [16] In the reform environment, fragmented approaches to improve education will adversely affect minority students. Access and affordability in postsecondary education are causes of concern among the public, particularly among minority students and their families as they seek educational opportunities.

There is a strong correlation between academic success and economic background. All too often, students who require remediation are least able to afford it. If these students are to ever improve their socioeconomic status and assume their rightful place as contributors to society, access to and success in education is vital. Institutions of higher education share the responsibility for enrolling and helping minority students succeed in college. However, increasing the academic pool of minority students for higher education requires the collaboration of schools, institutions of higher education, business and industry, state and federal governments, and the home. Institutions cannot be expected to assume the responsibility alone. Minority students must receive the concentrated attention of schools, family and community, a commitment to equity and equality on the part of policy makers, and proper preparation as the Commonwealth enters the 21st century if they are to become full participants in society.

Recommendations.

- Establish summer outreach programs which target minority and lower income students.
- Build better communication with school counselors to provide pertinent information for minority students regarding college preparation in accordance with the *Virginia Standards and Regulations for Public Schools.*
- Establish mentorships, tutorials, and incentive programs which motivate minority students to prepare for postsecondary education.

- Present seminars, workshops, and conferences that focus on eliminating barriers to Virginia's higher education system.

Partnerships: Parenting and Community Support -- Everybody's Business

Issues. Throughout the nation's history, Americans have believed that families have the primary responsibility for the education of their children. Various obstacles have become the norm of relations among parents, the community, and the school. The level of parental enthusiasm and involvement, and community support in education, therefore, is insufficient to establish partnerships to support and ensure students' academic success. That these obstacles exist is regrettable, for "[g]iven the complexity of the modern world, today's students need more adult help than children did in the past. Programs that involve parents effectively in the schools can provide a desirable context for teaching and learning." [17]

Educators and parents have not been trained in shared decision making in the education of students. Old patterns must be changed and new patterns developed, such as inviting parents to school for reasons other than problems, and encouraging them to make regular classroom visits.

Schools should ensure that parents' views are represented in school administrative and curricula decisions. State initiatives can play a vital role in promoting closer school, community, and family ties. These initiatives include leadership, innovations, incentives, recognition, training, enabling legislation, models, technical assistance, funding, and accountability and evaluations.

Problems. Communication, involvement, and resources emerge as problems that must be addressed by schools, the community, and parent groups. Specific concerns related to each of these problems include:

- ***Communication.***
  - Difficulties in building trust and agreement between home and school, particularly among minority students and their families.
  - Condescending attitudes of school personnel and an uninviting atmosphere in schools.
  - Limited view by educators about diverse family structures and the significance of such structures to learning.

- Lack of sensitivity of school personnel to cultural, racial, religious, ethnic differences among students.
- Discouraging level and manner of communication between the school and parents.

❒ ***Involvement.***

- Inflexible and inconvenient hours for school conferences and inaccessible administrators, teachers, and staff.
- Parents' negative school experiences with educators and other school professionals.
- Parents fear that an invitation to visit the school means problems with their children.
- Lack of training of all school personnel of the benefit of parental and community involvement and how to appropriately engage parents and the community in classroom learning experiences.
- Lack of training of community volunteers.
- Lack of training of school personnel concerning how to relate to parents.

❒ ***Resources.***

- Other family responsibilities, lack of family financial resources, child care services for younger siblings, and transportation.
- Parents' and schools' lack of knowledge of the existence of community resources.
- Schools' resistance to involve community resources in the educational process. [18]

Recommendations.

■ Establish public relations campaign emphasizing the relationship between academic achievement and the participation of parents in their children's education.

- Increase the dissemination of information to minority students and parents beginning in the middle school grades about the availability of postsecondary educational opportunities, financial assistance, and college admissions requirements.

- Involve parents in the establishment of new or existing partnerships with business and industry, governmental agencies, and institutions of higher education that support minority students in their educational endeavors.

CHAPTER II. THE CHALLENGE OF CHANGE: A PLAN OF ACTION

The challenge for change demands a bold course of action. Like Stephen J. Wright, a renowned African-American educator, the team hopes that this report "will set in motion a renewed attack on one of America's most serious problems--a problem that will be exacerbated by the prospect that the minority youth of this nation will constitute 25 to 30 percent of the population by the year 2000. And these minority students, with whom we are concerned, will echo the words of Ralph Ellison:

If you show me how I can cling to that which is real in me,
While teaching me a way into the larger society,
Then I will not only drop my hostility, but
I will sing your praises and I will help
You make the desert bear fruit.

In addition to the recommendations cited in Chapter I, the team offers the following innovative and comprehensive strategies for consideration to increase the academic pool of minority students for higher education in Virginia.

- Eliminate barriers which would prevent all students from having the benefit of well qualified teachers, sufficient equipment and materials, and state-of-the-art learning experiences.

- Examine the feasibility of expanding the Plan for Equal Opportunity in Higher Education to include effective interventions beginning in grade PK through 12 experiences. In this Plan, each public school and institution of higher education must make commitments to increase the number and quality of minority students who are prepared for postsecondary education opportunities. These commitments must be measurable, and incentive funding must be provided.

- Establish, in teacher licensure standards, a requirement for professional development and training in understanding the learning styles of minority students.

- **Require the integration of multicultural education throughout the public school curriculum.**

- **Establish a statewide office to promote and provide oversight for educational access and equity.**

- **Establish regional consortia of public schools and institutions of higher education to discuss and share information concerning the preparation of minority students for college.**

- **Re-examine the Tayloe-Murphy study, College Desegregation Virginia's Sad Experience, using current cohorts.**

ENDNOTES

1 Wimbleberg, R. K. and J. A. King. "Rethinking Teacher Recruitment," Journal of Teacher Education, (34), 1983, pp. 5-8.

2 Atwell, Robert H. "Number of Minority Students in Colleges Rose by 9% From 1990 to 1991, U. S. Reports," The Chronicle of Higher Education, January 20, 1993, p. A30.

3 Task Force on Teaching As a Profession. A Nation Prepared: Teachers for the 21st Century. (New York: Carnegie Forum), 1986, p. 79.

4 New York Times, February 9, 1986, p. 36.

5 Scott, C. H. College Desegregation: Virginia's Sad Experience. (Virginia: University of Virginia Colgate Darden Graduate School of Business Administration), 1982.

6 Simon, Diane. Increasing the Academic Pool of Minority Students for Higher Education. (Virginia: Virginia Commonwealth University Metropolitan Educational Consortium), 1992.

7 Hart, P. J. and M. Jacobi. From Gatekeeper to Advocate: Transforming the Role of the School Counselor. (New York: College Entrance Examination Board), 1992.

8 Commission on Precollege Guidance and Counseling. Keeping the Options Open. (New York: The College Board), 1986, pp. 16-17.

9 Oakes, J. "The Distribution of Opportunities to Learn Mathematics and Science." Presentation at a Critical Issues Session on Academic Tracking to the NEA Board of Directors, May 6, 1989.

10 Oakes, J. "Tracking in Secondary Schools: A Contextual Perspective." In A. Slavin, ed. School and Classroom Organization. (New Jersey: Lawrence Erlbaum Associates), 1989.

11 Gamoran, A. and Berends, M. "The Effects of Stratification in Secondary Schools: Synthesis of Survey and Ethnographic Research." Review of Educational Research, 57: 415-435, 1989.

12 Virginia. "Final Annual Secondary School Report on the Enrollment Rates of Minority and White First-Time Freshmen in State-Supported Institutions of Higher Education for Fall 1978 to Fall 1990." (Virginia: State Council of Higher Education), Fall 1992.

13 State Council of Higher Education for Virginia. Change and Improvement in Higher Education, House Document No. 56. (Richmond: Commonwealth of Virginia), 1993.

14 Hilliard, Asa. "Saving the African-American Child," National Alliance of Black School Educators, 1984.

15 Hart, P. J., op cit., 1992.

16 Brookover, W. B. and E. L. Erickson. Society, Schools, and Learning. (Boston: Allyn and Bacon), 1969.

17 Comer, James P. "Parent Participation in the Schools." Phi Delta Kappan, November, 1986.

18 Joint Subcommittee Studying School Drop Out and Ways to Promote the Development of Self-Esteem Among Youth and Adults. "Summary Findings: Parental Involvement in Education, November 18, 1992," unpublished.

BIBLIOGRAPHY

American Council on Education and the Education Commission of the States. *One Third of a Nation:* A Report of The Commission on Minority Participation in Education and American Life. Washington, D.C.: American Council on Education, 1988.

Commission on Precollege Guidance and Counseling. Keeping the Options Open. New York: The College Entrance Examination Board, 1986.

Hart P. J. and M. Jacobi. From Gatekeeper to Advocate: Transforming the Role of the School Counselor. New York: College Entrance Examination Board, 1992.

National Association of College Admissions Counselors. Frontiers of Possibility. Virginia: National Association of College Admissions Counselors, 1986.

National Association of College Admissions Counselors. Statement on Precollege Guidance and Counseling and the Role of the School Counselor. Virginia: National Association of College Admissions Counselors, 1990.

" *'90s Population Pop Expected.*" Roanoke Times and World News, *December 4, 1992.*

Russell, J.W. "Motivating Disadvantaged Youth Toward College." College Prep. New York: The College Board, undated.

Simon, Diane. Increasing the Academic Pool of Minority Students in Higher Education. Virginia: Virginia Commonwealth University *Metropolitan Educational Research Consortium,* 1992.

Virginia Department of Education. *A Vision for Education: A Study of the Participation and Achievement of Black, Hispanic, and Female Students in Mathematics, Science, and Advanced Technologies in Virginia Secondary Schools.* Virginia: Department of Education, 1992.

APPENDIX

Matrix of At-Risk Programs

Child Protective Services

Goal: To protect children from abuse.

Legislative Authority: §§ 63.1-248.6, 63.1-248.7 through 63.1-248.9, Code of Virginia.

Funding Level:

Allocation:

- Investigation of child abuse and neglect complaints.
- Maintenance of a central registry of all reports of child abuse and neglect in the
- state.
- Placement of child in protective custody.

Implementation: Child protective services unit established by each local department of public welfare or social services.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June, 1992.

Child Welfare Research and Demonstration

Goal: To address family reunification, alternative services, foster care, adoption, and prevention services.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Health and Human Services, Office of Human Development Services.

Allocation:

Implementation:

Contact: Department of Health and Human Services, Human Development Services, Office of Policy, Planning and Legislation, Division of Research and Demonstration, 200 Independence Avenue SW, Room 724-F, Washington, D.C. 20201-0001; (202) 755-4560.

Source of Information: Prevention Funding Information Bulletin, The Virginia Council on Coordinating Prevention, Summer 1991.

Court Appointed Special Advocate Program

Goal: To provide services to children who are the subjects of judicial proceedings involving allegations of child abuse or neglect.

Legislative Authority: § 9-173.6 et seq., Code of Virginia.

Funding Level:

Allocation:

- Investigation of child abuse and neglect cases.
- Provision of independent factual information to the court.
- Monitoring of cases to ensure compliance with court orders.
- Assistance to guardian ad litem.

Implementation: Volunteer court-appointed special advocates.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

McGruff House Program

Goal: To provide refuge and assistance to children who are abused, neglected or emotionally or physically in danger.

Legislative Authority:

Funding Level:

Allocation: Designation of a house in the state for refuge and assistance.

Implementation:

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Virginia Family Violence Prevention Programs

Goal: Primary and secondary prevention of factors causing child abuse and neglect. Support for victims of spousal abuse.

Legislative Authority:

Funding Level: During the 1991-1992 fiscal year, $1,000,000 was appropriated, divided equally between child abuse and spouse abuse services. Funding is given on a reimbursement basis through grants from the Department of Social Services.

Allocation: Includes education and awareness activities; respite child care; screening and diagnosis for developmental problems of children; targeted services to teenage parents, parents who were abused as children, special needs children, and first-time parents.

Implementation: Public and private non-profit incorporated agencies and organizations.

Evaluation:

Contact: Ann Childress, Child Protective Services Unit, Department of Social Services, 8007 Discovery Drive, Richmond, VA. 23229-8699; (804) 662-9081.

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Developmental Disabilities Program

Goal: To prevent disabilities and provide support for the developmentally disabled.

Legislative Authority:

Funding Level: $500,000 - $800,000 total funds available. Up to $50,000 per year for local grants, statewide grants can be more. Grants are available from the Department of Mental Health, Mental Retardation and Substance Abuse Services.

Allocation: Projects can include primary prevention; family support service; public education; capacity buidling and policy promotion; community living activities.

Implementation: Local units of government, non-profit organizations.

Evaluation:

Contact: Linda Veldeer, D.P. A., Director of Developmental Disabilities, Virginia Department of MHMRSAS, P.O. Box 1797, Richmond, VA. 23219; (804) 786-5313.

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Long-Term Rehabilitative Case Management System

Goal: To provide coordinated long-term services for persons with functional and central nervous system disabilities.

Legislative Authority: § 51.5-92, Code of Virginia.

Funding Level:

Allocation: Development and piloting of a model for the initiation of a Long-Term Rehabilitative Case Management System to coordinate medical, psychosocial, vocational , and rehabilitative long-term care, as well as family and community support services.

Implementation: Department of Rehabilitative Services.

Evaluation:

Contact:

Source of Information: Prevention Funding Information Bulletin, the Virginia Council on Coordinating Prevention, Summer 1991.

Prescription Teams

Goal: To provide comprehensive mental health, mental retardation, and substance abuse services within a continuum of care.

Legislative Authority: § 37.1-197.1, Code of Virginia.

Funding Level:

Allocation: Integration of community services.

Implementation: A prescription team composed of representatives from the community services board, social services or public welfare department, local health department, Department of Rehabilitative Services, the state social services staff serving the community services board's catchment area, and the local school division.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Cities In Schools Program

Goal: To prevent school drop out.

Legislative Authority: Cities In Schools began in 1977 and is a nonprofit organization which creates public and private partnerships in local communities.

Funding Level: Total Revenue -- $4,558,588. Funds from government agencies -- $2,291,982; Individuals -- $483,312; Corporations -- $1,054,863; Foundations -- $673,263; Other Sources -- $55,168.

Allocation: Total Expenses -- $4,514,607
Program Services -- $3,852,541

- Program Development $1,522,728
- Training -- $1,035,146
- Evaluation $150,730
- Information & PR $385,345
- Program Support $758,592
- Supporting Services -- $662,066
- Administration -- $393,356
- Fundraising $240,201
- Bids & Proposals $28,509

Program places human service workers from areas such as health care, drug rehabilitation, and employment counseling in schools to work with educators.

Implementation: A coalition of community leaders in education, business, social services, and government, led by the private sector, works with CIS to form a public-private partnership and establish a CIS program within the schools. Local leaders may work through existing boards or panels, such as Private Industry Councils, city and business compacts, Boys or Girls Clubs, United Ways.

Evaluation:

Contact: Cities In Schools, Inc., 401 Wythe Street, Suite 200, Alexandria, VA. 22314-1963; (703) 519-8999.

Source of Information: Cities In Schools, Turning Kids Around.

Career Clubs: Model Project

Goal: To provide social and job skill development.

Legislative Authority:

Funding Level: Up to $20,000 per grant. It is estimated that 3-5 projects will be funded. Grants are available from the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.

Allocation: Experiential involvement in career fields. Mentorships. Supportive services, including tutoring and a summer career camp session.

Implementation: Community Services Boards or their contract agencies, public and private nonprofit agencies and organizations. Programs must have an advisory board composed of the following representatives: CSB prevention specialist; staff from the human services agencies serving the project area; staff from the public schools serving the project area; employees from local businesses; members of civic or neighborhood clubs and neighborhood parents and youth.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Chapter I of Title I of the Elementary and Secondary Education Act of 1965, as Amended 1988

Goal: To improve the educational opportunities of educationally deprived children by helping these children succeed in the regular program, attain grade level proficiency, and improve achievement in basic and more advanced skills.

Legislative Authority: P.L. 100-297.

Funding Level: Total State Authorization Amounts to LEAs is $113,010,032.

Allocation: Reading, mathematics, and language arts programs; programs for students with handicapping conditions or limited English proficiency.

Implementation: Schools with a staff of administrators, teachers, teacher aides, staff providing support services and clerical staff.

Evaluation:

Contact:

Source of Information: Chapter I Fact Sheet (based on 1990-1991 data).

Community Youth Activity Programs: Model Project

Goal: To promote youth development.

Legislative Authority:

Funding Level: Up to $20,000 per grant. It is estimated that 3-5 projects will be funded. Grants are available from the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.

Allocation: Includes After school tutoring programs. Mentorships. Support and education groups for parents. Development of recreational activities. Job skill training. Job placement.

Implementation: Community Services Boards or their contract agencies, public and private nonprofit agencies and organizations. Programs must have an advisory board composed of the following representatives: CSB prevention specialist; staff from the human services agencies serving the project area; staff from the public schools serving the project area; employees from local businesses; members of civic or neighborhood clubs, and neighborhood parents and youth.

Evaluation:

Contact: Hope Seward, Assistant Director, Office of Prevention, Department of MHMRSAS, P. O. Box 1791, Richmond, VA. 23214; (804) 786-1530.

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Literacy Passport Testing Program

Goal: To ensure that all students meet minimum literacy standards.

Legislative Authority: § 22.1-253.13:1 et seq., Code of Virginia.

Funding Level:

Allocation: A mechanism for certifying that students have identified proficiencies in reading comprehension, writing, and mathematics, which comprise the literacy standards. The LPT represents functional literacy standards set at the sixth grade level. Students must pass the LPT before entering high school and receiving a high school diploma. Appropriate educational opportunities must be provided for each student who is identified as at-risk by the LPT measures.

Implementation: Board of Education; Virginia Department of Education; local school boards.

Evaluation:

Contact:

Source of Information: Literacy Passport Testing Program, Superintendent's Introduction, Conclusions, and Recommendations, May 28, 1992.

Noncompetitive School Drop Out Prevention Program

Goal: To prevent school drop out and eliminate poor academic achievement among disadvantaged students.

Legislative Authority: § 22.1-209.1:1, Code of Virginia.

Funding Level:

Allocation: Program must emphasize: prevention, intervention, retrieval, parental and community involvement.

Implementation: Board of Education.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Project YES
Youth Experiencing Success

Goal: To prevent school drop out.

Legislative Authority: 1988-1990 Appropriations Act.

Funding Level: State grant -- $10,361,539 allocated to 102 school divisions for the 1991-1992 school year.

Allocation: Criteria include the following:

- Adopt specific goals for the drop out prevention program;
- Provide for the systematic identification of potential drop outs to parents, teachers, counselors, and school administrators;
- Provide access to necessary assessment services for potential dropouts;
- Provide for coordination with alternative programs external to the school division to the extent they are available;
- Include elements that begin no later than the middle school years;
- Provide additional support and/or alternative programs to those students who give evidence of being potential dropouts;
- Provide evidence that the additional state funding will provide benefits;
- Provide for a local resource commitment that equals (existing or in-kind resources) at least two-thirds of the amount of the state grant.

Implementation: Local school divisions. Criteria for identification of at-risk students include the following:

- Personal factors -- low self-esteem, social immaturity, alienation in school, pregnancy, substance abuse.
- Family factors -- single-parent family, low socioeconomic status, poorly educated parents, poor facility with the English language.
- Student factors -- problems with teachers or administrators, poor grades, high absenteeism.
- School-related factors -- truancy, discipline problems, course failure, lack of involvement in activities.

Evaluation: A 3-year evaluative study was begun by DOE in July 1991. The study consists of two components, an annual statewide survey and a case study of seven YES programs. Locally conducted evaluations in several of the case study schools have demonstrated passing rates on the Literacy Passport Test, student gains on standardized test scores, and fewer discipline problems.

Contact: Virginia Department of Education, 101 North Ninth Street, Richmond, VA. 23219.

Source of Information: Project YES: Does It Work? Tentative Answers From a Six-Month Evaluation, Virginia Department of Education, Richmond, VA., 1992.

Runaway and Homeless Youth

Goal: To meet the needs of homeless youth and their families.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Health and Human Services, Office of Family Assistance.

Allocation: Outreach, shelter, and support services.

Implementation:

Evaluation:

Contact: U.S. Department of Health and Human Services, Human Development Services, Office of Policy, Planning and Legislation, Division of Research and Demonstration, 200 Independence Avenue SW, Room 724-F, Washington, D.C. 20201-0001; (202) 755-4560.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Transitional Living Program for Homeless Youth

Goal: To prepare homeless youth for independent living situations.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Health and Human Services, Office of Family Assistance.

Allocation: Shelter and related services.

Implementation:

Evaluation:

Contact: U.S. Department of Health and Human Services, Human Development Services, Office of Policy, Planning and Legislation, Division of Research and Demonstration, 200 Independence Avenue SW, Room 724-F, Washington, D.C. 20201-0001; (202) 755-4560.

Source of Information. Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Youth Sports Programs

Goal: To promote youth development.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Housing and Urban Development.

Allocation: Youth development and recreational services.

Implementation: Nonprofit organizations such as Boys' Clubs.

Evaluation:

Contact: The HUD Drug Information and Strategy Clearinghouse; (800) 245-2691.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Alcohol and Other Drug Prevention Media Campaign

Goal: To prevent substance abuse.

Legislative Authority:

Funding Level: Federal funding and private sector resources.

Allocation: A media campaign to focus on parents, teenagers, and pre-teens. Media resources will include television, radio, billboards, printed material and others.

Implementation:

Evaluation:

Contact:

Source of Information: Governor L. Douglas Wilder's Drug Control Strategy, June 15, 1991.

Alternative Substance Abuse Prevention Program

Goal: To prevent substance abuse among high-risk youth.

Legislative Authority:

Funding Level: Grants for up to $20,000 are available from the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.

Allocation: Neighborhood-based substance abuse prevention programs.

Implementation: Cooperative partnerships among communities underserved by other social programs; Technical assistance and evaluation of the local projects will be handled through the Office of Prevention, Promotion and Library Services of the Department of MHMRSAS.

Evaluation.

Contact: Office of Prevention, Promotion and Library Services, Department of MHMRSAS.

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Anti Drug Abuse Education and Prevention Program

Goal: To prevent substance abuse.

Legislative Authority:

Funding Level: Grants are available from the Virginia Department of Education and are allocated on the basis of school population in both public and private schools, the average daily membership, and the state's eligibility for Chapter I funds.

Allocation:

- Student prevention and education programs.
- Community and public education programs.
- Student outreach and referral services.
- Pre- and in-service training for school personnel.

Implementation:

Evaluation:

Contact: Rayna Turner, Youth Risk Prevention, Virginia Department of Education, P.O. Box 2120, Richmond, VA. 23216; (804) 371-7419.

Source of Information: Statutory Authority for Programs for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Communication Programs

Goal: To prevent and treat substance abuse among high risk youth.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

Allocation: Mass communication projects. Development of communications tools and materials.

Implementation:

`Evaluation:

Contact: Joan Quinlan, Division of Communication Programs, OSAP, 5600 Fishers Lane, Rockwall II, Rockville, MD. 20857; (301) 443-0373.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Community Partnership Grants

Goal: To prevent substance abuse.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Health and Human Services, office of Substance Abuse Prevention.

Allocation: Cuturally sensitive substance abuse prevention programs.

Implementation: Coordinated, comprehensive, community-wide systems; public and private partnerships.

Evaluation:

Contact: Darlind Davis, Division of Community Prevention and Training, OSAP, 5600 Fishers Lane, Rockwell II, Rockville, MD. 20857; (301) 443-0369.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Community Youth Development Program: Model Project

Goal: To prevent substance abuse by promoting positive youth development.

Legislative Authority:

Funding Level: $10,000 available for each project. It is estimated that 3-5 projects will be funded. Grants are available from the Virginia Department of MHMRSAS.

Allocation: Involve youth in the operation of a business venture which is either product-or-service oriented.

Implementation: Community Services Boards or their contract agencies; public and private nonprofit agencies and organizations.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Counselor Training Program

Goal: To provide drug abuse prevention and services in schools.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Education.

Allocation: Training for those who provide drug abuse prevention, counseling or referral services in schools.

Implementation: State and local education authorities, universities or private organizations in agreement with an educational institution.

Evaluation:

Contact:

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

DARE Parent Program

Goal: To prevent drug abuse.

Legislative Authority.

Funding Level: Grants available from the U.S. Department of Justice.

Allocation: Provision of education and prevention information to parents of students who have received DARE officer services.

Implementation: Regional Training Centers

Evaluation.

Contact: Dorothy L. Everett, Drug Abuse information Systems, 633 Indiana NW, Room 602, Washington, D.C. 20531; (202) 514-5943.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Detoxification Center Program

Goal: To provide an alternative to arresting and jailing public inebriates.

Legislative Authority: § 9-173.1 et seq., Code of Virginia

Funding Level:

Allocation: System of local or regional detoxification centers.

Implementation:

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Drug Elimination Grants

Goal: To prevent substance abuse and drug trafficking among public housing residents.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Housing and Urban Development.

Allocation.

Implementation:

Evaluation:

Contact: HUD Drug Information and Strategy Clearinghouse; (800) 245-2691.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Emergency Grant Program

Goal: To prevent substance abuse among students.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Education.

Allocation: Programs to combat substance abuse among students.

Implementation: Funding is provided to the state education agency to distribute to local school division. Funding is limited to areas which can document a "high need" and eligibility for Chapter I funding.

Evaluation:

Contact: Gail Beaumont, Drug-Free Schools and Communities Staff, U.S. Department of Education, 400 Maryland Avenue, SW, Room 2135, Washington, D.C. 20202-6439; (202) 401-3463.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Model Comprehensive Drug Abuse Treatment Programs for Critical Populations: Residents of Public Housing

Goal: To treat substance abuse among residents of public housing neighborhoods and youth who have had contact with the juvenile justice system.

Legislative Authority:

Funding Level: Grants available from the U.S. Department of Health and Human Services, office of Treatment Improvement. Funding is provided to DMHMRSAS to distribute through community services boards.

Allocation:

Implementation:

Evaluation:

Contact: Donald A. Streater, Office for Treatment Improvement, Rockwall II, 10th Floor, 5600 Fishers Lane, Rockville, M.D. 20857; (301) 443-6533.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Prevention and Treatment of Alcoholism

Goal: To prevent and treat alcoholism.

Legislative Authority: § 37.1-208, Code of Virginia.

Funding Level:

Allocation:

- Technical assistance and consultation to state and local agencies.
- Statewide plan for prevention and treatment.
- Development and implementation of an educational program as part of treatment.
- Training programs for those involved in the treatment of alcoholics.
- Research on alcoholism.
- Clearinghouse for information on alcoholism.

Implementation: Department of Mental Health, Mental Retardation and Substance Abuse Services.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and youth, Division of Legislative Services, June 1992.

Programs for High Risk Youth

Goal: To prevent and treat substance abuse among youth in high risk environments.

Legislative Authority:

Funding Level: Grants are available from the U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

Allocation: A comprehensive holistic approach.

Implementation: Education, voluntary, and other relevant community-based organizations and service systems.

Evaluation:

Contact: Division of Demonstration and Evaluation, OSAP, 5600 Fishers Lane, Rockwall II, Parklawn Building, Room 9B-03, Rockville, MD. 20857; (301) 443-4564.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Programs for Children of Alcoholics

Goal: To meet the needs of children of alcoholics.

Legislative Authority:

Funding Level: Individual grant awards ranged from $3,000-$5,000 in 1991. Grants are available from the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.

Allocation: Development or expansion of programs that are school clinic to community-based. Programs include: development of awareness; teaching of coping skills; support groups.

Implementation: CSB's or contracting agencies.

Evaluation:

Contact: Derius Swinton, Virginia Department of MHMRSAS, Prevention, Promotion and Library Services, P.O. Box 1797, Richmond, VA. 23214; (804) 786-1530.

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Babycare

Goal: To reduce infant mortality and morbidity. To provide comprehensive services to high risk pregnant women and infants up to age one.

Legislative Authority: Virginia Medicaid Program.

Funding Level:

Allocation: Case management services to assist pregnant women and their infants in obtaining medical and non-medical services.

Implementation:

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Better Beginnings for Virginia's Children

Goal: To reduce teenage pregnancy rates.

Legislative Authority:

Funding Level: Mini-grants are available from the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.

Allocation:

- Direct services to families, including public education.
- Training and technical assistance to service providers.
- Development and implementation of a five-year strategic comprehensive plan to meet the needs of individual communities.

Implementation: A statewide network of local coalitions made up of public and private nonprofit agencies and universities.

Evaluation:

Contact: Susan Geller, Virginia Department of MHMRSAS, Prevention, Promotion and Library Services, P.O. Box 1797, Richmond, VA. 23214; (804) 786-1530.

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Model Projects for Pregnant and Postpartum Women and Their Infants

Goal: Prevention, education and treatment of substance abuse among pregnant and postpartum women.

Legislative Authority:

Funding Level: Grants are available from the U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

Allocation: Programs that minimize fetal exposure to alcohol and other drugs, reduce impairment, and improve birth outcomes; expansion of service delivery systems where gaps exist; continuum of therapeutic programs; comprehensive supportive services; and medical care.

Implementation: Community, in-patient, outpatient, and residential settings.

Evaluation:

Contact: OSAP, Division of Demonstration and Evaluations, Rockwall II, Rockville, MD. 20857; (301) 443-4564.

Source of Information: Prevention Funding Information Bulletin, Virginia Council on Coordinating Prevention, Summer 1991.

Project LINK

Goal: To meet the needs of substance abusing pregnant and postpartum women and their infants. To prevent substance abuse during pregnancy.

Legislative Authority:

Funding Level: $800,000 per demonstration site. Grants are available from the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.

Allocation: A community-based interagency model to provide:

- Coordination of health care, substance abuse services, infant early intervention services, and parent education.
- Case management.
- Transportation.
- Child care.
- Social support via "resource mothers."
- Outreach and public education.
- Substance abuse treatment services.
- Referral, screening, developmental assessment and monitoring of all infants prenatally exposed to alcohol and other drugs.
- Intervention services for infants.

Implementation: Public and private nonprofit human services agencies. A full-time systems coordinator determines the best utilization of available community resources. A task force of local human services agency representatives assists with the system's coordination.

Evaluation:

Contact: Aida P. Rivadeneira, Virginia Department of MHMRSAS, Prevention, Promotion and Library Services, P.O. Box 1797, Richmond, VA. 23214; (804) 786-1530.

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

Resource Mothers

Goal: To provide guidance and nurturing to pregnant teenage girls.

Legislative Authority:

Funding Level:

Allocation:
Counseling, encouragement and support throughout pregnancy;
Transportation for prenatal visits;
Assistance in planning for the care of the baby and re-entering school.

Implementation: Mentorships with older women in the community.

Evaluation:

Contact:

Source of Information: Statutory Authority for Programs and Services for At-Risk Children and Youth, Division of Legislative Services, June 1992.

BEST COPY AVAILABLE

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, disabilities, or national origin in employment or in its educational programs and activities.